L. Hills, Blue Pencil Institute, Fairfax, VA, USA

Lasting Female Educational Leadership

Leadership Legacies of Women Leaders

Our colleges and universities are being led in large part by baby boomers who are now in later midlife. Huge numbers of those middle-aged leaders will retire within the next 10 years. While we know that being in later midlife and impending retirement must influence a person in a leadership position at an institution of higher learning, we don’t really understand how.

Features
► Fills a gap in empirical, theory based scholarly work on leadership ► Broadens the understanding of the generativity potential of women leaders in midlife ► Identifies influences of legacies on generativity and core leadership values that inform generativity ► Enables higher education institutions to create effective programs to develop generativity in their leaders ► Hands-on exercises readers can use to identify their legacies and core leadership values ► A Leadership Legacy Statement Template readers can use to clarify, articulate, and write a personal leadership legacy statement

Contents
Ch. 1: Leadership Legacies: The Immortal Higher Education Leader.- Ch. 2: Why Legacy Matters More in Midlife.- Ch. 3: The Case Study.- Ch. 4: Characteristics that Influence Leadership Legacies.- Ch. 5: Developing Generative Higher Education Leaders.- Ch. 6: Tools for Crafting a Leader’s Higher Education Leadership Legacy.- Appendices.- References.- Index.

Fields of interest
Higher Education; Administration, Organization and Leadership

Target groups
Research

Product category
Monograph

E. S.-C. Ho, The Chinese University of Hong Kong, Hong Kong; W.-M. Kwong, City University of Hong Kong, Hong Kong

Parental involvement on children’s education

What works in Hong Kong

Features
► Investigates the complexity of parental involvement and clarifies the meaning of parental involvement through ethnographic case studies ► Analyses the variations in the forms of parental involvement that relate to individual factors and institutional factors, and describes how it works in primary schools ► Examines the diverse forms of parental involvement to determine what makes differences to students’ learning processes

Contents
Chapter 1 Literature Review.- Chapter 2 Elucidating the Complexity of Parental Involvement in Primary Schools: Three Ethnographic Case Studies.- Chapter 3 Building a Grounded Theory on Parental Involvement in Education.- Chapter 4 Nature of Parental Involvement: Perspectives from Principals, Teachers and Parents.- Chapter 5 Effects of Parental Involvement and Investment on Student Learning.- Chapter 6 Conclusions and Implications.

Fields of interest
Childhood Education; Educational Policy and Politics; Educational Psychology

Target groups
Research

Product category
Brief

R. Maclean, The Hong Kong Institute of Education, Hong Kong SAR, China; S. Jagannathan, J. Sarvi, Asian Development Bank, Manila, Philippines (Eds)

Skills Development for Inclusive and Sustainable Growth in Developing Asia-Pacific

Contents

Field of interest
Professional and Vocational Education

Target groups
Research

Product category
Contributed volume

Available
2013. XVIII, 209 p. 4 illus. (Studies in Educational Leadership, Volume 18) Hardcover
► $129.00
ISBN 978-94-007-5018-0

Due March 2013
2013. X, 110 p. 7 illus. (SpringerBriefs in Education) Softcover
► approx. $69.95

Due December 2012
2013. VIII, 431 p. 41 illus., 34 in color. (Technical and Vocational Education and Training: Issues, Concerns and Prospects, Volume 19) Hardcover
► $59.95
ISBN 978-94-007-5936-7
New Series

Mathematics Education in the Digital Era

Eds: D. Martinovic, V. Freiman

The Mathematics Education in the Digital Era (MEDE) series explores ways in which digital technologies support mathematics teaching and the learning of Net Generics, paying attention also to educational debates. Each volume will address one specific issue in mathematics education (e.g., visual mathematics and cyber-learning; inclusive and community based e-learning; teaching in the digital era), in an attempt to explore fundamental assumptions about teaching and learning mathematics in the presence of digital technologies. This series aims to attract diverse readers including: researchers in mathematics education, mathematicians, cognitive scientists and computer scientists, graduate students in education, policymakers, educational software developers, administrators and teachers-practitioners. Among other things, the high quality scientific work published in this series will address questions related to the suitability of pedagogies and digital technologies for new generations of mathematics students. The series will also provide readers with deeper insight into how innovative teaching and assessment practices emerge, make their way into the classroom, and shape the learning of young students who have grown up with technology. The series will also look at how to bridge theory and practice to enhance the different learning styles of today’s students and turn their motivation and natural interest in technology into an additional support for meaningful mathematics learning. The series provides the opportunity for the dissemination of findings that address the effects of digital technologies on learning outcomes and their integration into effective teaching practices; the potential of mathematics educational software for the transformation of instruction and curricula; and the power of the e-learning of mathematics, as inclusive and community-based, yet personalized and hands-on.

D. Martinovic, University of Windsor, Windsor, ON, Canada; V. Freiman, Université De Moncton, Moncton, NB, Canada; Z. Karadag, Bayburt University, Bayburt, Turkey (Eds)

Visual Mathematics and Cyberlearning

Features
► Offers a platform for dissemination of new ideas in visual mathematics and cyberlearning
► Addresses new developments in the field
► Evokes new theoretical perspectives in mathematics education

Contents
2. Gorjan Alagic & Mara Alagic: Collaborative mathematics learning in online environments.
3. Murat Perit Cakir & Gerry Stahl: The integration of mathematics discourse, Graphical reasoning and symbolic expression by a Virtual Math Team.
5. Dragan Trninic & Dor Abrahamson: Embodied interaction as designed mediations of conceptual performance.

Fields of interest
Educational Technology; Mathematical Software; Mathematics Education

Target groups
Research

Product category
Contributed volume

Due December 2012
2013. Approx. 300 p. 20 illus. (Mathematics Education in the Digital Era, Volume 1) Hardcover
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ISBN 978-94-007-2320-7

D. F. Treagust, Curtin University, Perth, WA, Australia; C.-Y. Tsui, Curtin University, Perth, WA, Australia (Eds)

Multiple Representations in Biological Education

Contents

Fields of interest
Science Education; Learning and Instruction

Target groups
Research

Product category
Contributed volume

Due December 2012
2013. VIII, 411 p. 91 illus., 56 in color. (Models and Modeling in Science Education, Volume 7) Hardcover
► $129.00
ISBN 978-94-007-4191-1